

20 November 2018

Primary and secondary school educational attainment 2018

Ward(s) All

Portfolios: Councillor C. Towe, Education & Skills

Executive summary:

Primary and secondary 2018 results remain un-validated and show how Walsall's children and young people have performed compared to statistical neighbours and national averages. Acknowledging that overall averages can mask under-performance of groups within a cohort, differences are identified as appropriate within the main report.

Results have improved in Walsall for Early Years Foundation Stage EYFS and Year one Phonics. At Key Stage 1, reading, writing and maths outcomes have all increased. Key Stage 2 combined reading, writing and maths percentage has shown a significant improvement. At KS4, there was a slight increase in performance and at KS5 a decline in performance. There are gaps in achievement, compared with all children, for pupils with Special Educational Needs, those who are Looked After and those eligible for free school meals. The report highlights this by Key Stage.

In Early Years, Walsall's performance for the measure of 'Good Level of Development' which children aged 5 at the end of the reception year are expected to have achieved, has improved by 2% from 66% in 2017 to 68% in 2018. This equals the achievement of our statistical neighbours but is 4% below the national average of 72%.

Outcomes in Year 1 Phonics for 6 year olds have increased in Walsall from 80% in 2017 to 83% in 2018. Walsall are above the National average by 1% and are 2% above statistical neighbours.

At the end of Key Stage 1 (7 year olds), Walsall pupils performed below the national average. 73% of pupils reached the expected standard in reading, compared to 75% nationally. In writing, 65% of pupils met the expected threshold, compared with the national average of 70%. In Mathematics, 74% of pupils met the expected threshold which was 2% below the national average of 76%.

At the end of Key Stage 2 (11 year olds at the end of primary school), the attainment gap to national has narrowed. In reading 72% of pupils reached the expected level, which is 3% below the national average of 75%. Writing has improved from 74% in 2017 to 76% in 2018, and the gap to national remains at a 2% gap.

In Maths, outcomes have improved by 6% from 68% in 2017 to 74% in 2018. Walsall remain below the national average of 75% but are above the statistical neighbours average of 72%.

The percentage of pupils in Walsall who achieved the expected standard or above in combined reading, writing and maths stands at 61%, an increase of 8% from 2017. Walsall are below the national outcome of 64% by 3 percentage points but above statistical neighbours by 1%.

Secondary success at Key Stage 4 (16 year olds) is now measured specifically in terms of Progress 8. On this measure, Walsall is -0.20 below the national average of zero. In 2017 the Walsall outcome was -0.25. The statistical neighbours' average has declined from -0.12 in 2017 to -0.17 in 2018.

Based on state funded schools only for Key Stage 5 (18 year olds), the A-Level qualification average points score has declined by 0.33 points. Walsall is below the national outcomes for state funded schools across all cohort groups for Average Point Score per entry.

Walsall's newly implemented Strategic Education and Inclusion Board sets out the goal of ambitious but realistic targets for our young people. Schools performance and those schools of concern will continue to be reported upon through the Schools causing concern procedures implemented in September 2018.

Reason for Scrutiny:

To provide members with un-validated 2018 results for both Primary and Secondary Schools in Walsall

Recommendations:

The report to be noted.

Background Papers:

None

Resource and Legal Considerations:

Not applicable to this report.

Council Corporate Plan Priorities:

CH1: Children will be ready for school

CH2: The gaps in educational attainment between the least and most deprived communities will be narrowed for all under achieving groups

Citizen Impact:

In order for the children and young people of Walsall to be able to fully participate in adult life, it is vital that they be supported to reach their full academic potential, and that the school curriculum is appropriately broad and balanced. Schools are encouraged to provide a range of extra-curricular opportunities to supplement the taught curriculum.

Environmental Impact:

Not applicable to this report.

Performance Management:

As part of the Council's annual cycle of Employee Performance Reviews, all members of the school improvement team have non-negotiable objectives related to outcomes of Ofsted inspections and the achievement of pupils.

Reducing Inequalities:

If pupils are to reach their full potential, it is essential that schools plan to meet their learning needs and work to reduce barriers which could lead to under-achievement. For this reason, schools are challenged on the relative performance of different groups, such as the disadvantaged and those with Special Educational Needs and Disabilities (SEND).

An Equality Impact Assessment has not been carried out.

Consultation:

Report has been prepared in consultation with the Information Services Team.

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Report

1. Early Years Foundation Stage (age 5)

- 1.1 The percentage of pupils achieving a 'Good Level of Development' (GLD) in Walsall improved by 2% from 66% in 2017 to 68% in 2018. This places Walsall 4% below the national average, but on an upward trajectory.
- 1.2 Walsall's performance equals the outcome of its statistical neighbours. The statistical neighbours include: Peterborough, Dudley, Stoke on Trent, Telford & Wrekin, Derby City, Doncaster, Rotherham, Bolton, Rochdale and Tameside.
- 1.3 Data shows that pupils with Special Educational Needs, summer-born children, those eligible for Free School Meals (FSM) and boys under-perform compared with their peers.

2. Year 1 Phonics (age 6)

- 2.1 Phonics has improved this year. The percentage of pupils passing the year 1 phonics screening test in Walsall has increased by 3% to 83% in 2018. This outcome is 1% higher than the national average and is 2% above our statistical neighbours.
- 2.2 Data shows that pupils with Special Educational Needs do less well on this measure than their peers (40% SEN pupils compared to 91% Non-SEN pupils). Similarly Children who are looked after in Walsall achieve less well than all pupils (75%).
- 2.3 The gap between disadvantaged pupils and other pupils in Walsall is 8% and for those eligible for Free School Meals against all other pupils is 12% (national gap is higher at 14%). Walsall's gap between pupils with Special Educational Needs and Non SEN pupils is 51%. This is wider than the national gap (45%). Closing the gap for pupils with Special Educational Needs is therefore a priority.

3. Key Stage 1 (5 to 7 year olds)

- 3.1 Performance in Reading, Writing and Maths remains below the national averages for both the expected standard and for greater depth.
- 3.2 73% of Walsall pupils have met the expected standard in Reading (national 75%), 65% in Writing (national 70%) and 74% in Mathematics (national 76%). The gap to national is widest in Writing; with a gap to national of 5%.
- 3.3 Nationally, the number of pupils reaching the greater depth standard is lower. For reading, 19% of pupils in Walsall have achieved the greater depth standard, compared to a national figure of 26%. For Writing, Walsall's figure is 9% compared to 16% nationally. In Maths, 16% of pupils in Walsall achieved the greater depth standard, compared to 22% as the national average.
- 3.4 Data shows that pupils eligible for Free School Meals (FSM), Children who are Looked After and those with Special Educational Needs perform less well than their peers. For Children who are Looked After in Walsall, the gap is widest for writing which is 33% below the Walsall average of 65%.
- 3.5 The gap between Walsall and national outcomes for pupils eligible for Free School Meals are within 3% of the national for reading and writing. In maths Walsall pupils

are 1% above national. The gaps are wider for pupils with Special Educational Needs. For reading, Walsall's SEN/Non SEN gap is 60%, compared to a national of 54%, for Writing the gap is 3% (Walsall 60%, national is 57%) for maths the gap is 4% (Walsall 58% and national 51%).

4. Key Stage 2 (7 to 11 year olds)

- 4.1 Improvement is strongest in Reading where Walsall have improved by 3% at the expected standard threshold, from 65% in 2017 to 72% in 2018 and improved by 5% at the higher standard. Walsall remain below national by 3% at the expected standard and 4% below at the higher standard.
- 4.2 Results for writing have improved from 74% in 2017 to 76% in 2018 at the expected standard. This is 2% below the national average of 78%. Results have increased at the higher standard by 2% from 11% in 2017 to 13% in 2018.
- 4.3 In Mathematics, performance on both measures has improved from 2017 outcomes, with 74% (+6%) reaching the expected standard and 21% (+2%) reaching a higher standard. The gap to national has narrowed and Walsall are below national by 1% at the expected standard and 3% at the higher standard.
- 4.4 For Reading, Writing and Maths combined, 61% of Walsall's pupils met the expected standard, an increase of 8% from the 2017 outcome. Walsall are now 3% below the national average of 64% but are 1% higher than statistical neighbours. Nationally 10% pupils achieved the higher standard, whilst in Walsall this figure was 6%.
- 4.5 Data shows that pupils eligible for Free School Meals (FSM), Children who are Looked After and those with Special Educational Needs perform less well than their peers. The gaps between Walsall LAC pupils and Walsall overall is widest in Maths (22%) and Writing (31%), with a 25% gap on the combined reading, writing and maths measure.
- 4.6 There is a 57% gap in Walsall between pupils with Special Educational needs and Non SEN pupils achieving the expected standard or above in the combined Reading, Writing and Maths measure. This is 4% wider than the national gap of 53%. Gaps for disadvantaged pupils and all other pupils has narrowed to 1% (20% gap in Walsall compared to a national gap of 19%).

5. Key Stage 4 (14 to 16 year olds)

- 5.1 In 2017 GCSEs in England were reformed in English and Mathematics and are now graded with a new scale from 9 to 1, with 9 being the highest grade. For most other subjects the new grades were awarded in 2018. A new grade 4 will be seen as a "standard pass" and a grade 5 as a "strong pass". The Grade 5 'strong pass' will be included in the new accountability measure for schools.
- 5.2 In Walsall 57% of pupils have achieved a Grade 4 or above in English and Maths. This is 2% below the national average of 59% and 2% below the statistical neighbours' average. 36% of pupils have achieved the Strong pass threshold compared to 40% nationally. 15% of pupils in Walsall achieved the English Baccalaureate based on a grade 5 or above.

- 5.3 The new DFE KS4 agreed measure Progress 8 measures a student's progress between Key Stage 2 and Key Stage 4 across eight key subjects. It shows whether students have performed to expectation, based on a value-added measure using Key Stage 2 English and maths as a baseline. Progress 8 compares schools with similar intakes. This new measure is designed to encourage schools to offer a broad, well-balanced curriculum.
- 5.4 The English Baccalaureate (EBacc) average point score is a new headline measure for 2018. Walsall's outcome was 3.69 compared to 3.83 nationally. Walsall were slightly higher than our statistical neighbours (3.68) but are below the West Midlands average of 3.86.
- 5.5 Walsall's Progress 8 score is marginally below national at -0.20, where zero is national.
- 5.6 Data shows that on the Progress 8 measure, boys and pupils eligible for Free School Meals (FSM), Children who are Looked After and those with Special Educational Needs perform less well than their peers. The performance of children with a Statement of Special Educational Needs is -1.13.
- 5.7 The performance of children who are disadvantaged in Walsall is -0.52. National data is unknown.

6. Key Stage 5 (16 to 18 year olds)

- 6.1 Based on state funded schools only, the average points per entry for all cohort groups in Walsall are below national.
- 6.2 Walsall's results for A Level qualifications has declined from 29.34 in 2017 to 29.01 in 2018. APS per entry has declined more significantly in the Tech level and Applied General cohort groups. However, there has also been a decline nationally.

7. Next Steps

Priorities for next year

- 7.1 Ensure more Walsall schools reach the national average 2018 for GLD at 72% and ensure Walsall closes the gap with national GLD to 3% presently 5%
- 7.2 Maintain Walsall's performance in Year 1 Phonics to be above the national average
- 7.3 Improve performance in Reading, Writing and Maths at KS1 at both expected standard and greater depth
- 7.4 Ensure that performance at KS1 Writing closes the gap further with national to 3% presently 5%
- 7.5 Ensure that the combined score at KS2 Reading, Writing and Maths continues to improve and closes the gap on national to match it in 2019. 3% difference at the moment.

- 7.6 Continue to address the underperformance of SEN support, Disadvantaged, FSM and CLA pupils from early years onwards.
- 7.7 In terms of KS4, performance in English and Maths, we want to see all pupils leaving secondary schools with at least a qualification in English and Maths. Ensure that both passes at 4 and strong passes at 5, improve and move closer to the national average. Ensure Walsall's progress 8 score continues to move closer to national of 0.
- 7.8 In terms of KS5, improved performance in Tech level and Applied General Qualifications as this has declined in Walsall but also nationally.

How will these priorities be addressed?

- 8.1 A protocol for monitoring, challenge, support and intervention in Schools Causing Concern has been implemented in September 2018. This has been shared with all Head teachers and union colleagues. This is providing a clear rationale for the interventions and/or actions to be undertaken in these schools. This process also incorporates increased communication with the Regional Schools Commissioner who is responsible to hold sponsors/trust to account for the performance of their academies. Regular meetings with Ofsted also ensure that all schools of concern are discussed and appropriate actions taken.
- 8.2 The School Improvement team has been remodelled and now acts as a commissioner/broker to identify high quality associates to work in our schools causing concern.
- 8.3 Walsall's Strategic Education and Inclusion Board has three operational strategy groups: primary, secondary and post-sixteen. Each group has a Head teacher lead to lead, develop, manage and evaluate the work undertaken by measurable impact. Each Lead is asked to report back at each board meeting and a business case proposal linked to the board priorities of: **Standards, Vulnerable pupils, SEND pupils, transition and recruitment and retention of quality staff in our schools** must be submitted and approved in order for funding to be released and work commissioned.
- 8.4 Walsall schools have been involved in Strategic School Improvement Fund bids (SSIF) since September 2017. Ten primary schools have been involved in round 1 bids focused upon Early Years and KS1 Writing and a further ten schools will be involved from September 2018. In round 2, a KS3 Literacy bid was successful and four Walsall secondary schools are involved. Round 3 bids were submitted on the 20th April 2018, including a Language First – early years bid from Walsall supporting 36 schools across the Black Country. This was successful and has been implemented from September 2018.
- 8.5 We continue to work successfully across the Black Country on the existing SSIF bids and will be able to report back the impact achieved across individual schools. Our Walsall teaching schools contribute to the work undertaken here including the deployment of National and Specialist Leaders of Education, staff training and development and quality assurance of the SSIF bids within individual schools in conjunction with DFE. Our Teaching schools also provide school to school support to our schools and schools across the West Midlands as well as teacher training,

Newly Qualified Teacher (NQT) provision, training programmes for middle, senior and executive Head teachers, a masters Hub and involvement in a range of other DFE initiatives i.e. Mentally Healthy Schools.

- 8.6 All Children's Service areas will be aligning to a localities delivery model using the existing four localities from April 2019 to address more effectively the needs of children and their families across the borough from an early start point.
- 8.7 Head teachers lead Clusters of schools in staff training, school to school support and peer reviews. Clusters continue to be a strength of good practice in Walsall. The Primary strategy group includes all Head teachers who chair each of our school clusters in Walsall.
- 8.8 Continued sharing of good practice across the Black Country Local Authorities – Sandwell, Wolverhampton and Dudley. Wolverhampton has been successful with a KS2 Reading project. Walsall has expressed interest in involvement in this project and discussions are presently taking place.

What will the impact be?

- 9.1 Improved pupil outcomes and more schools graded as retaining Good or judged now Good and Outstanding by Ofsted. Walsall is currently 4.5% below national but in 2019, closing the gap to 2% is achievable.
- 9.2 A higher percentage of schools will reach a GLD percentage of 72% in 2019 and close the gap with national to 3%.
- 9.3 The percentage of Year 1 children achieving Phonics to be above national for the second year running in Walsall.
- 9.4 Improved outcomes in 2019 will be evidenced at KS1 in Reading, Writing and Maths at both expected standard and greater depth. The 2019 performance in KS1 writing will also close the gap to national further to 3%.
- 9.5 The combined KS2 percentage for Reading, Writing and maths will increase and continue to close the gap to national in 2019.
- 9.6 The performance of our SEN support, Disadvantaged, FSM and CLA pupils will improve in 2019. Impact will be evidenced from early years onwards.
- 9.7 A higher percentage of pupils leaving school with an English and Maths qualification, as an outcome from the work of the secondary strategy group.
- 9.8 Walsall's progress 8 score at KS4 will be closer to the national average of 0.
- 9.9 For KS5, pupils awarded appropriate qualifications within technical and applied general level.
- 9.10 Increased numbers staying on in further education.

Our Walsall LA Executive Summary 2017-2018 can be seen overleaf and continues to monitor regularly schools Ofsted judgements and school's overall effectiveness as well as pupil attainment across our vulnerable groups. As requested at the July 2018 meeting, figures have also been provided to be able to compare the performance of both maintained schools and academies. Across most measures, our maintained schools have outperformed our academies in Walsall.